

# More Than A Summer Job:

*WorkReady 2009 Report*





The Philadelphia Youth Network is the managing partner of WorkReady Philadelphia and contracts with several dozen youth-serving organizations to operate WorkReady programs on behalf of the Philadelphia Workforce Investment Board and its Council for College and Career Success.

The WorkReady Philadelphia employer recruitment partners are:



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# Overview

WorkReady Philadelphia is the City's comprehensive approach to youth workforce development. Since its founding in 2003, the initiative's efforts have leveraged funds from a variety of sources to significantly expand available opportunities for Philadelphia's youth. The WorkReady Philadelphia system aligns the efforts of the private sector, government, the School District of Philadelphia, foundations and community-based organizations to provide career preparation, academic enrichment, college exposure and work readiness training for youth ages 14-24, through year-round and summer-only programs.

This summer, WorkReady benefited from the passage of the American Recovery and Reinvestment Act (ARRA), also known as the "stimulus package," which allocated funds for youth employment. As a result, more young people than ever were able to participate in a WorkReady experience. ARRA also increased the maximum age of the youth served through WorkReady from 21 to 24.

During Summer 2009, WorkReady Philadelphia programs provided 8,500 young people throughout the Philadelphia region with six weeks of high-quality, work-related experiences. The work environments where youth participants were placed were incredibly diverse, ranging from universities to museums to corporate offices. In addition to being exposed to the world of work, youth were able to gain skills, explore careers and connect with positive adults. When young people learn how to become better employees, entrepreneurs and leaders, we are all better off as a City and as a society.

WorkReady Philadelphia is more than a set of programs. It is a broad system and an effective investment vehicle. It is a powerful representation of an unwavering commitment to youth and to the educational and economic success of the region. This report provides participation data, personal accounts and system-wide information from WorkReady Summer 2009.

## Summary

### Ethnicity\*

Black/African-American	75%
Hispanic	11%
Caucasian	4%
Asian	3%
Bi-Racial/Multi-Racial	2%
Other	2%

\*3% of youth did not report their ethnicity

### Gender

Female	54%
Male	46%

### Worksite Type

Non-Profit	50%
Private/For Profit	33%
Government Agency	17%

**Total Youth Served:**

**8,500**

**Average Attendance:**

**88%**

**Sum of Gross Wages:**

**\$6,108,159**

**Number of Worksites:**

**1,154**

**Total summer system applications received:**

**16,450**

**Youth That Earned Academic Credit:**

**3,451**

**(71% of eligible participants)**

# Diagram



## Youth Access Points

Contracted Providers  
 Schools / Student Success Centers  
 WorkReady Hotline and Website  
 Youth Development Initiative

## Year-Round Programs

## Summer Programs

### Shadowing Days

9th - 10th Grade

\$ STATE (RCEP)/PRIVATE

### 21<sup>st</sup> Century Skills Continuum

11th - 12th grade

\$ WIA

### Industry Pipeline Programs

11th - 12th Grade

\$ WIA/EMP

### E<sup>3</sup> Centers Employment Pathway

Out-of-School Youth

\$ WIA/TANF/CITY

### Job Placement

Out-of-School Youth

\$ ARRA

### Occupational Skills Credentialing

Out-of-School Youth

\$ ARRA

### Work & Learning

Ages 14-15

### Service Learning

Ages 14 – 24

\$ TANF/CITY/ARRA

### Work Experience

Ages 14 – 24

\$ TANF/CITY/ARRA

### Internships

Ages 16-24

\$ SDP/TANF/CITY/ARRA

\$ EMP/TANF/ARRA

## FUNDING SOURCES KEY

**ARRA:** American Recovery and Reinvestment Act (via WIA System)  
**CITY:** City of Philadelphia  
**EMP:** Pennsylvania Department of Labor and Industry  
**FND:** Pennsylvania Department of Public Welfare  
**PHL:** Philadelphia Department of Human Services  
**PHLHA:** Philadelphia Housing Authority  
**PWD:** Philadelphia Workforce Development Corporation  
**SDP:** Philadelphia Workforce Investment Board  
**TANF:** U.S. Department of Health and Human Services  
**WIA:** U.S. Department of Labor

# Models

## 2009 Summer Programs

**Work and Learning Programs** offer a mixture of academic skill-building, college exposure, career exploration, and work-readiness training.

**Service Learning Programs** involve youth in team-based projects that identify community needs and provide visible, active service to address those needs. These programs also include a career exploration component.

**Work Experience Programs** combine employment at a non-profit organization or public sector agency with enrichment activities, allowing youth to see first-hand how work and education are inherently linked.

**Internships** provide older youth with career exposure and the opportunity to make connections with public and private sector employers. College and career awareness and readiness skills are reinforced through off-site weekly seminars.

In addition to the daily work experience built into WorkReady summer program models, all participants worked in groups or individually with guidance from a WorkReady Academic Advisor to develop projects or portfolios that were tied to academic and career readiness skills. Each Academic Advisor, a certified teacher hired by Philadelphia Youth Network, provides weekly instructional support and coaching to the students and their supervisors. Academic Advisors are also responsible for grading the projects. Projects that receive a passing grade qualify youth to earn elective credit through the School District of Philadelphia.

## 2009-10 Year-Round Programs

**Shadowing Days** offer visits to workplaces for exposure to career opportunities and industry settings.

**21st Century Skills Continuum** provides a developmental set of work-related experiences over multiple years.

**Industry Pipeline Programs** contain similar elements to the 21st Century Skills Continuum, with a specific industry focus and connections to post-high school employment and further education.

**The E<sup>3</sup> Employment Pathway** is available at the City's five E<sup>3</sup> Centers and includes job readiness training, service projects, and sheltered work experience.

**Job Placement** is a new service that will assist participants with connections to post-program employment.

**Occupational Skills Credentialing** provides industry-specific training that leads to employer-recognized certification.



**“** The most important things I got from my internship were the positive relationships I built with the employees and other interns that I still keep in touch with.

**Iyana Ali-Green**  
Intern at Independence Blue Cross

# Youth Profile

**Youth:** Aaron Williams

**Program Model:** Internships

**Worksite:** Pennoni Associates Inc.

When Aaron Williams first embarked on his internship at Pennoni Associates, an engineering and design consulting firm headquartered in Philadelphia, he was not sure what to expect. "I didn't know what I was going to be doing, if I should ask for work, or if I should wait for them to give me work." He was met by an environment where he was embraced by adult staff, gained skills and exposure to a professional workplace, and was able to get a closer glimpse of his desired career.

## **It all started in 7th grade...**

Aaron, a senior at Simon Gratz High School in North Philadelphia, became interested in engineering in 7th grade when he heard an engineer speak at an assembly at his middle school. "He told us how much he made and I said 'Okay, I want to be that when I grow up.' But I didn't know anything about it, so that's why I wanted this internship. I hoped that by the end of this summer, it would give me more insight on what I want to do."

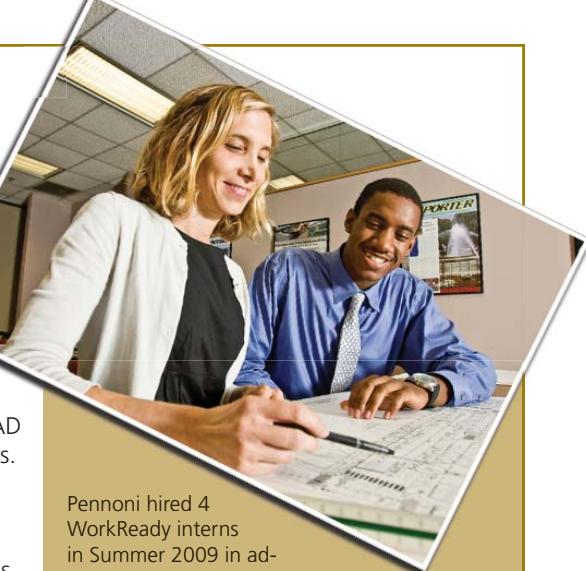
In addition to his desire to learn more about the engineering field, Aaron wanted his internship experience to provide him with the skills necessary to excel in the workforce. "I hope it will help me on job interviews and to build my resume and portfolio. It has already showed me how to dress for the workplace."

## **Learning Lessons, Making Connections**

Aaron had the opportunity to work with Auto-CAD, a computer program

used in the engineering field. Working with the program was both one of his biggest challenges and greatest achievements. "You have to type in every single thing you want the computer to do and then make sure every measurement on the plan matches the one on the computer exactly. It can sometimes get confusing," he admits, "but I'm getting better at it." Aaron felt supported in this by Pennoni staff who were patient and gave him Auto-CAD projects so that he could sharpen his skills. "There's always someone willing to help me. Even if they're working on something, they'll still say 'What do you need help with?'" Aaron really bonded with his supervisor, Julia Calahan, who works in Human Resources. "She's fun, she's a joy. She's always there. It doesn't matter what she's doing, she's always willing to help. She'll e-mail us to ask us 'Do you need anything? How are your groups doing?'"

One highlight of the summer for the interns was the opportunity to have breakfast with Pennoni's President and CEO Anthony Bartolomeo. Aaron appreciated



Pennoni hired 4 WorkReady interns in Summer 2009 in addition to its existing college internship program. Interns rotated weekly into different departments, allowing all the Pennoni interns to have hands-on work experiences in six different types of engineering. As each department assignment ended, the incoming group was briefed by the outgoing group about the kind of work they would encounter and what to expect. This preparation system had multiple benefits: increasing comfort levels for interns entering a new area, building presentations skills for the departing group, and exposing high school students to potential role models who were studying engineering in college.

## **Best Practices**

If you have a chance like this, you can't pass it up. You have to grasp it.

that "an important executive," as he put it, took the time to meet with the interns, despite his busy schedule. "He was really cool. He was very interested in WorkReady as well as the things that all the interns were involved in outside of the internship."

The relationships Aaron formed with adults in the workplace left a great impression upon him. "I learned how to conduct myself, that it's necessary to speak differently in the workplace than you do with your friends, how to handle myself in various situations—to always stay calm, and to take your time with anything that you're doing. Don't try to rush it through just to

get it done. Make sure that you're doing your best job."

## **Next Stop: Realizing the Dream**

As a result of the exposure he received at Pennoni, Aaron is now confident that engineering is the career he wants to pursue. "I'm not sure about what type, but I'm leaning toward mechanical and electrical engineering. I know that when I get to college, I will be introduced to even more options." As he reflects on his experience, Aaron offers advice to other youth: "WorkReady is a wonderful opportunity, especially for kids in Philadelphia. If you have a chance like this, you can't pass it up. You have to grasp it. It gives you an idea of what you may want to do in life."

## **About the Employer**

Pennoni Associates is an award-winning engineering and design consulting firm headquartered in Philadelphia. It provides personalized services to all levels of government, private, commercial and industrial clients as well as construction and other professionals. Pennoni employs over 800 professional, technical and administrative personnel in 20 offices throughout Pennsylvania, New Jersey, Delaware, New England, Maryland and New York. The firm considers itself a business with a social conscience, giving back to the community with time, talents, and financial support.



**Aaron Williams**

## Just in Time – The Recovery Act and its Benefits for Philadelphia Youth

Over the first decade of the 21st century, an ever-expanding portfolio of investments from government, foundations and employers meant that increasing numbers of Philadelphia young people had access to high-quality summer and year-round workplace experiences that helped them to prepare for college and career success.

But 2009 presented the distinct possibility of a different storyline, with the likelihood of an unhappy ending for hundreds, if not thousands, of eager and talented young Philadelphians. The ravages of the recession – resulting in dramatically lower tax revenues for government, diminished portfolio values for foundations and reduced capacity of corporate partners to support internships – threatened to curtail investments from all key sectors and to dash the hopes of many young people for a rewarding summer experience.

Fears of lost opportunities for Philadelphia youth were eased when Congress passed and the President signed the American Recovery and Reinvestment Act, which produced an infusion of \$1.2 billion into youth employment nationally, yielding \$7.4 million for Philadelphia.

Because the focus of Recovery Act youth investments was on creating jobs during the 2009 summer, the Philadelphia Council for College and Career Success (the Workforce Investment Act Youth Council) quickly organized a new competitive procurement process and selected two dozen youth-serving organizations to manage Recovery Act summer programs. As a result, more than 2,500 young people, who would otherwise have been unable to find meaningful employment, were placed in high-quality, academically enriched experiences during the 2009 summer.

On June 24, Mayor Nutter kicked off WorkReady Philadelphia 2009 in a major press event at Temple University, highlighting several green and new economy programs, and featuring presentations by young people eager to share their enthusiasm for their upcoming work placements.

During their six-week programs, students worked as research assistants, learning about sophisticated hardware and software applications; trained in health care facilities where they had access to the same laboratories used by students in professional health care preparation programs; and participated in green-related activities that included urban gardening, energy audits and wetlands preservation.

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“

For teenagers -- as for adults -- there's a big, big difference between having employment and not. And it's not just about the money, although the money is certainly very, very important. But I think that it's combined with the life skills, the access to working with adults who are making progress and making things very positive, the time they spend with our young people getting them ready for the world of work and understanding what it means to get up everyday, not just a couple days, everyday, not just when you feel like it, everyday and coming to work on time and ready to get things done, working with people that you like, and then possibly working with people that you don't like.

You'll find that as you go out into the world of work, these life skills are critically important to your future; it's a part of your education. That's why having these dollars through the American Recovery and Reinvestment Act is so important. And it's probably been over 30 years since we've had the number of young people, through a variety of programs, including these dollars, that will work in summer jobs here in the City of Philadelphia.



### **Mayor Michael A. Nutter**

Taken from remarks at the Mayor's Press Conference on WorkReady Philadelphia summer programs, June 24, 2009 at Temple University

# Youth Profile

**Youth:** Aminah Tolbert

**Program Model:** Service Learning

**Provider & Worksite:**

Women's Christian Alliance

When she began her summer job at the Women's Christian Alliance (WCA), Aminah Tolbert set specific goals for herself. With her first-ever entry into the world of work, Aminah wanted to gain clerical, computer and technology skills; help staff members; learn about the impact of the organization on the community; and simply attend a meeting. "I didn't care what it was; I just wanted to sit in a chair in a meeting just to feel important."

## The Art of Multi-tasking

The first thing Aminah, a 9th grade student at Maritime Academy Charter School, learned about WCA was that she had to move quickly if she wanted to keep up. She found herself multi-tasking almost immediately. Describing a day when she was assigned to help Ms. Connie Hatchett, WCA's Director of Youth & Community Services, she says, "I was in her office... her phone rings every 15 seconds! She's answering that phone while I'm answering this phone and I'm filing while I'm answering the phone and doing something else! It's really, really, really busy!" She also discovered first-hand what it is like to work under a tight deadline. "I knew she had to meet deadlines, but she has A LOT! When I would type up stuff on the computer for

her, she would say, 'I need this done in 20 minutes' and I'd say 'OK!' and start typing real fast."

Aminah's work day consisted of processing mail, organizing files, and assisting staff members with projects. A self-starter, on days when she completed all of her assignments early, she would go around the office asking staff members if they needed her help. "I don't want to sit around and do nothing...I'll see if someone needs something to be done or copied."

## Learning to Collaborate

WCA interns were responsible for completing a project that called for them to act as spokespersons for the organization.

enlightened the public. The project was selected to compete at the annual Closing Celebration at the Pennsylvania Convention Center in August.

"My part is a major part. I explain each department in WCA and what they do and how they get it done," Aminah says. The project enabled Aminah to understand the significance of working with her peers to accomplish a goal. "When I first came here, I would collaborate with others, but not as much as I do now. I like to do things on my own because I figure I can get it done better by myself, but there are some things that I need help with here. I learned how to hand things off to other people," she reflects.

## Time Well-Spent

Aminah also learned how to type during the summer, an accomplishment that makes her very proud. "On the first day, my supervisor told us that when she was little, she typed on a typewriter and she learned how to type without looking at the keys. I made that one of my goals for the summer. Every now and then, I look down at the keys to make sure everything's going alright down there," she admits with a laugh. "I feel so professional because I'm not looking down!"

Aminah is grateful for her time at WCA and wants to remain connected to the agency. "When I came here, I wanted to experience this. I definitely want to come back to work here. I like this environment." She feels that her time was well-spent and that she was able to grow as a result of the time she spent at WCA. "Every day I would go home and my mom would ask what I did at work. There was never one day where I could say that I didn't learn anything. Even if it was the same thing I learned on another day, I could say 'I learned the same thing, but this time I learned how to do it better.' I always learned something more and how to better myself in whatever I do."

There was never a day that I could say that I didn't learn anything...I always learned something more and how to better myself in whatever I do.

Interns had to find out the role that each department played in the organization and develop a survey for teens to measure their satisfaction with the services they received at WCA. The final products of the project were a presentation on Women's Christian Alliance and the services offered by the agency, a report on the process of developing the survey, a role-play depiction of the interaction between a client and a staff member, and a collage visually depicting the mission and services of WCA. The project was designed to help the participants develop essential workplace skills, including research, collaboration with peers, civic literacy and creativity. It was also meant to educate the interns on WCA, who, in turn,

## About the Worksite

The Women's Christian Alliance provides resources and support to more than 5,000 children and families annually in and around North Central Philadelphia. This summer, 40 WorkReady program participants worked in the Youth and Community Services division supporting the summer Freedom School, fiscal department, record room, intake department, front desk operations, building management and the office of the Chief Executive Officer.

**Aminah Tolbert**



# American Recovery & Reinvestment Act

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## What did the Recovery Act investment in summer jobs mean for young Philadelphians?

- **2,677** young people received academically-enriched work experiences that helped to prepare them for the realities of the working world;
- More than **65%** also demonstrated mastery of 21st century skills necessary for productive employment; and
- Youth participating in Recovery Act summer programs earned more than **\$2 million** in wages, which helped to promote local economic recovery and also enhanced local, state and federal tax revenues.

These kinds of quantifiable measures are important to gauge the overall scale and impact of Recovery Act investments. But success can also be measured in the impacts that these investments had on the lives of the young people who were fortunate enough to participate in those summer experiences. Here are a few excerpts from short essays crafted by participating students as part of an assessment of their work readiness skills:

“

This job is one of the best things that ever happened to me. I learned what it is like to be a responsible person [and] how it feels to become a young adult.

---

This job has forced me to grow and change in ways that probably wouldn't have been possible [otherwise]. I am thankful to be a part of it.

---

I've become more responsible not for just myself, but for watching over others as well. I have seen my level of responsibility and maturity grow.

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This summer has been the greatest summer of my life.

”

As impressive as these summer experiences were, the Recovery Act's benefits won't stop there. ARRA funding will also support year-round programs for hundreds of out-of-school youth who are returning to education, training and employment. These programs and activities will promote GED-acquisition with connections to postsecondary education; training and employment opportunities in green-oriented occupations; and a centralized job placement service for older youth who are ready to enter the workforce.

In short, while these timely investments by the President and the Congress are yielding important short-term academic and financial benefits for our young people, they are likely to have much more profound effects in the longer term providing invaluable glimpses of futures that they now believe might, after all, be within their reach.

# Youth Profile

**Youth:** Edwin Rosario

**Program Model:** Work and Learning

**Provider:** District 1199C Training & Upgrading Fund

**Worksite:** Breslin Learning Center and Drexel University

**“W**hen I grow up, I want to become a pediatric nurse.” This is what Edwin Rosario says motivated him to apply to District 1199C’s Summer Healthcare Exploration Program through WorkReady. His enthusiasm for nursing combined with his experience volunteering at a daycare center with his mother led him to this career choice. He learned about the program from his grandmother, who saw the opportunity listed in a local newspaper.

District 1199C, in partnership with Drexel University’s College of Nursing and Health Professions designed this experiential health education program for rising ninth graders, ages 14 and 15. During the program, youth were introduced to various careers in the healthcare field and learned cutting-edge nursing skills. In addition, participants benefited from academic enrichment, as well as workshops covering nutrition, life skills and work-readiness. These activities took place at District 1199C’s Breslin Learning Center on Mondays, Wednesdays and Thursdays. According to Edwin, he was met with exciting and innovative sessions daily and learned to “expect the unexpected everyday!”



**Edwin  
Rosario**

## A Tremendous Experience

On Tuesdays, program participants took field trips to healthcare-related destinations. They were able to tour laboratories to experience the research aspect of medicine. They visited Independence Blue Cross to gain an understanding of insurance providers’ role in healthcare. They also met with physicians who discussed the details of their jobs and shared the steps they took to become doctors.

Each Friday, youth were given the opportunity to visit the Drexel University Nursing Laboratory and apply the lessons and skills that they learned throughout the week. “Before this program, I didn’t know much about nursing, just that there was a great need for male and female nurses,” Edwin

**When we first got here, I considered everybody a kid, even myself. We were so shy and childlike. Now look at us! We’re acting more like adults in many ways.**

remembers. While at Drexel, youth participated in the same skill-building activities used to teach students in Drexel’s College of Nursing and Health Professions. They interacted with “sim” mannequins and actors that exhibited various injuries. They also learned how to take blood pressure and other vital signs on their peers, and how to conduct a medical self-assessment. Youth also engaged in on-line simulations and medically-based learning games. Edwin felt that this was a tremendous experience that gave him a better idea of what it is like to be a nurse. He admits, however, that he encountered a small mishap: “Well, the only challenging thing was checking for my lab partner’s pulse. He was clearly alive, but I just could not get it!”



In order to share what they learned during their six-weeks of career exploration, Edwin and the other students created a series of one-minute Public Service Announcements aimed at educating the community about various health issues. Youth chose topics, conducted research, wrote the scripts, and acted in the PSAs.

## Significant Changes

As a result of his involvement in the program, Edwin sees significant changes in not only himself, but in his fellow participants. “Everyone has grown. When we first got here, I considered everybody a kid, even myself. We were so shy and childlike. Now look at us! We’re acting more like adults in many ways.”

Edwin realizes that the key to preparing Philadelphia’s youth for their futures is to offer them access to unique, high-quality work experiences. “If you put young people into the professional workplace, next thing you know you’ll have a girl who’s becoming a woman and a guy who’s becoming a man.”

## About the Provider

District 1199C Training & Upgrading Fund is a labor management trust non-profit organization, which for 35 years has been helping healthcare workers and the community at large gain education and training that fosters career advancement. The Summer 2009 Healthcare Career Exploration Program for Youth allowed the Fund to spread the word to students about the benefits of healthcare careers and the correct educational paths to take in pursuing these careers.

# & Supporters

## Funders

City of Philadelphia  
Pennsylvania Department of Labor and Industry  
Pennsylvania Department of Public Welfare  
Pennsylvania General Assembly  
Philadelphia City Council  
Philadelphia Department of Human Services  
Philadelphia Housing Authority

### System Funders

Philadelphia Workforce Development Corporation  
The School District of Philadelphia  
U.S. Congress  
U.S. Department of Health and Human Services  
U.S. Department of Labor  
William Penn Foundation

#### Federal funds provided under:

American Recovery and Reinvestment Act • Temporary Assistance to Needy Families • Workforce Investment Act

### WorkReady Premier Internship Employers

*Businesses that hired and paid for youth internships at their worksites.  
Those listed in bold hired 10 or more interns.*

Abington Memorial Hospital  
ACE Group of Companies  
Acme Markets  
AECOM  
Aetna  
Aqua America  
AT Chadwick Co.  
Bittenbender Construction  
Blank Rome LLP  
Brandywine Realty Trust  
Brown's Super Stores, Inc.  
Burman's Medical Supplies, Inc.  
Cancer Treatment Centers of America  
CBS3/The CW Philly 57  
Cigna  
**Citizens Bank**  
**City of Philadelphia**  
**Comcast**  
**Comcast Spectacor**  
Community College of Philadelphia  
Communities In Schools of Philadelphia, Inc.  
Consumer Credit Counseling Service of Delaware Valley  
Day & Zimmermann, Inc.  
Deloitte  
Drexel University  
Eckert Seamans Cherin & Mellott, LLC  
Episcopal Community Services  
Ernst & Young  
ESM Productions  
Family Planning Council  
Federal Reserve Bank of Philadelphia  
Fox Chase Cancer Center  
Fox Rothschild LLP  
Friendly Mortgage  
Garfield Refining Company  
Greater Philadelphia Chamber of Commerce  
Greater Philadelphia Tourism Marketing Corporation  
**Hahnemann University Hospital**  
Holy Family University  
**Independence Blue Cross**  
JEVS Human Services  
Jewish Federation of Greater Philadelphia  
KPMG LLP  
LaSalle University  
Liberty Property Trust

Marketplace Philadelphia Management  
**Mercy Philadelphia Hospital**  
**NHS Human Services**  
ParenteBeard, LLC  
**PECO**  
Pennoni Associates Inc.  
Philadelphia Academies, Inc.  
Philadelphia Business Journal  
Philadelphia College of Osteopathic Medicine  
Philadelphia Council AFL-CIO  
Philadelphia Federal Credit Union  
Philadelphia Federation of Teachers Health and Welfare Fund  
**Philadelphia Gas Works**  
Philadelphia Golf Management  
Philadelphia Opportunities Industrialization Center, Inc. (OIC)  
Philadelphia Phillies  
Philadelphia University  
Philadelphia Workforce Investment Board  
Philadelphia Youth Network  
PNC Bank  
PricewaterhouseCoopers  
PRWT Services, Inc.  
Reit Management & Research, LLC  
Roofscapes, Inc.  
Saint Joseph's University  
Saul Ewing LLP  
Shulick Law Offices  
STARR Restaurants  
Stradley Ronon Stevens & Young, LLP  
**TD Bank**  
Temple University  
**Thomas Jefferson University Hospital**  
Tierney Communications  
Towers Perrin  
Turner Construction Company  
United Bank of Philadelphia  
Universal Health Services, Inc.  
The University of the Arts  
University of Pennsylvania  
UPS  
**Wachovia**  
Wallace Roberts & Todd, LLC  
Walmart Stores  
William Penn Foundation

## WorkReady Internship Investors

*Sponsors of youth internships in non-profit organizations or small businesses.  
Those listed in bold sponsored 10 or more interns.*

Aetna Foundation  
 Allied Barton Security Services  
**Bank of America**  
**Barra Foundation**  
**Campbell Soup Foundation**  
 Cephalon  
 The Children's Hospital of Philadelphia  
 Cigna  
**Citizens Bank**  
**Comcast**  
 Comcast Spectacor  
 Crown Holdings, Inc.  
 Crozer Wellness Center  
 Day & Zimmermann, Inc.  
**Deloitte**  
 Foundations, Inc.  
 Fox & Roach Charities  
 Independence Foundation  
 Korn/Ferry International  
**Lincoln Financial Foundation**

Mill Spring Foundation  
 The Patricia Kind Family Foundation  
 Pennoni Associates, Inc.  
 Pennsylvania Convention Center Authority  
 Philadelphia Convention & Visitors Bureau  
 The Philadelphia Eagles  
 The Provincial Foundation  
 The Rittenhouse Foundation  
 Rohm and Haas  
**Samuel S. Fels Fund**  
 Seybert Institution  
**Shulick Law Offices**  
 Sunoco Logistics Partners, LP.  
 Thomas Jefferson University Hospital  
**United Way of Southeastern Pennsylvania**  
 Virtua  
**Wachovia Foundation**  
**William Penn Foundation**  
 WPVI-TV 6ABC  
 Young Friends of PYN/Young Professionals Network

## WorkReady Internship Contributors

*Organizations or individuals that provided partial sponsorship for single internships.*

Beneficial Bank  
 Greater Philadelphia Chamber of Commerce Corporate Contributions  
 Joseph Frick

Parkway Corporation  
 Paul DiLorenzo  
 Zateeny Loftus, LLP



## WorkReady Seal-of-Approval Internship Employers

*Businesses that hosted their own internship programs that met WorkReady's criteria for excellence.  
Those listed in bold are hosted 10 or more interns.*

AECOM  
**Aramark**  
 Ballard Spahr LLP  
 Bank of America  
**Catholic Social Services**  
 Elliot Lewis  
**GlaxoSmithKline**  
**Lockheed Martin Information Systems & Global Services**  
 Naval Surface Warfare Center, Carderock Division  
**The Philadelphia Coca-Cola Bottling Company**  
**Philadelphia Workforce Development Corporation**  
 SEPTA  
**St. Christopher's Hospital for Children**  
**University of Pennsylvania**  
 The Wistar Institute

“ The experience at Comcast was extremely rewarding for me. It ultimately made me realize that I belong working behind the camera...Having the hands-on experience in the studio, control rooms, and editing suites of Studio C told me that being a pivotal person in the creation of television productions is where I belong. ”

**Kyle Werder**  
 Intern at Comcast

# Providers

*Youth-serving organizations selected by the Council for College and Career Success and contracted by PYN to operate WorkReady programs:*

Allegheny West Foundation  
Arbor Education & Training  
ASPIRA, Inc. of Pennsylvania  
Attic Youth Center  
Boys & Girls Clubs of Philadelphia  
Cambodian Association of Greater Philadelphia, Inc.  
Camden County Council on Economic Opportunity  
Caring People Alliance  
The Children's Hospital of Philadelphia  
City of Philadelphia Department of Recreation  
City of Philadelphia Mural Arts Program  
Communities In Schools of Philadelphia, Inc.  
Community Action Agency of Delaware County, Inc.  
Congreso de Latinos Unidos, Inc.  
District 1199C Training & Upgrading Fund  
Diversified Community Services  
EducationWorks  
Fairhill Community High School  
Federation of Neighborhood Centers  
Foundations, Inc.  
Free Library of Philadelphia  
Girard College Development Fund  
Greater Philadelphia Urban Affairs Coalition  
Indochinese-American Council  
Institute for the Development of African-American Youth, Inc.  
Intercultural Family Services, Inc.  
JEVS Human Services  
LULAC National Educational Services Centers, Inc.

Management & Environmental Technologies, Inc.  
Multicultural Youth eXchange  
New Foundations Charter School  
New Jersey Academy for Aquatic Sciences  
Norris Square Civic Association  
North Light Community Center  
Opportunities Industrialization Centers of America, Inc.  
The Pennsylvania School for the Deaf  
People for People, Inc.  
Philadelphia Academies, Inc.  
Philadelphia Futures  
Philadelphia Housing Authority  
Please Touch Museum  
Resources for Human Development, Inc.  
Respond, Inc.  
Rosemont College  
The Salvation Army Learning Zone  
The School District of Philadelphia  
Student Conservation Association  
Temple University - The Information Technology and Society Research Group  
Temple University - The University Community Collaborative of Philadelphia  
To Our Children's Future with Health, Inc.  
United Communities Southeast Philadelphia  
University of Pennsylvania - Barbara and Edward Netter Center for Community Partnerships  
Variety - The Children's Charity of Greater Philadelphia  
WELCOME NJ  
Women's Christian Alliance  
Youth Empowerment Services  
Youth Workforce for the Creative Economy Coalition  
YouthBuild Philadelphia Charter School



“ I have to tell you what a joy it is working with Harold! He is such a hard worker and has some great ideas. I'd take 50 more just like him! ”

**Jamie McKnight**  
Director of Teens 4 Good  
Federation of Neighborhood Centers

# Youth Profile

**Youth:** Kiyla Armstead, Darrell Bell, Naaimah Johnson & Adio Wilkins

**Program Model:** Service Learning

**Provider:** The Boys and Girls Clubs of Philadelphia

**Worksite:** Frankford Boys and Girls Club

**A**t the Frankford Boys and Girls Club, young people were able to gain valuable work exposure through a WorkReady program established in the nurturing environment of the Club. Together, they created and maintained a garden, growing fruit, vegetables and herbs. They also learned how to prepare nutritious meals and the effects that food has on one's health. This was an eye-opening experience for participants, most of who had never worked prior to this summer. They were able to experience what it meant to work hard and they were taken out of their culinary comfort zones.

## Something Constructive

Adio Wilkins heard about WorkReady through his advisor at school. "I was interested. Last summer I really didn't have anything to do. I just sat inside all day. I just wanted to do something constructive." As a 10th grader at Jules Mastbaum Area Vocational Technical School, he wanted to participate "just to get a feel of what the work industry is like."

A school counselor introduced 9th grader Naaimah Johnson to WorkReady and gave her an application. She applied and went to the Central Enrollment Center for an interview in April. A few weeks later, she received a call telling her to report to The Frankford Boys and Girls Club in July. She applied because she "wanted work experience

and something to do during the summer. And money."

Darrell Bell heard about the program last year. He applied, but was unable to be placed in a position due to the overwhelming interest of youth in summer employment and the limited number of opportunities. Not letting that deter him this summer, the 10th grade honor roll student at Lincoln High School applied again. "Two or three weeks later, they called me saying to come here to this site." Darrell hoped that his work experience would not only benefit him, but others in his life as well. "When I first came, they told us that we were going to be doing gardening. I never did that before. So when I heard that, I thought if I learn that, maybe I can do that out in my neighborhood and show my neighbors what I learned."

Kiyla Armstead's parents remembered positive experiences in summer job programs when they were younger and encouraged her to apply to WorkReady. She printed an application from the website, completed and submitted it, and was called for an interview at the Central Enrollment Center in May. "I wanted a job over the summer, but when I heard about this particular job, I was kind of hesitant because I don't like getting dirty!" she laughs. Nonetheless, Kiyla, a 10th grade student at Central High School, accepted the position.

## Getting the Job Done

Daily, youth tended the garden, monitoring the growth and condition of their crop, adding mulch, removing weeds, and watering what they had worked so hard to develop. "When we started, the garden was rough, it was dry, and there were a whole lot of weeds. We had to dig it up... and it was hot outside," Adio remembers. Through teamwork, they were able to create the

garden and eventually reap the harvest of their diligence. Of working with his peers, Darrell says, "We can all get along as one. We can all work together as one. And we get the job >>

Kiyla Armstead



Darrell Bell



Naaimah Johnson



Adio Wilkins



We can all get along as one.  
We can all work together as one.  
And we get the job done as one.

## Service

Connecting youth to the community yields many positive results. It encourages social responsibility. It promotes leadership and an ethic to serve. It compels them to think outside of their own lives and become aware of society's needs. It empowers them by allowing them to see that they can have an impact on the world.

WorkReady provides numerous opportunities for young people to provide service to the community. Over half of the youth who participated in Summer 2009 were engaged in some form of community service during their WorkReady experience. Projects, assigned job responsibilities, and activities embedded in specific program models allowed participants to play a role in addressing the needs of communities throughout the region. From hosting a stand selling discounted fruits and vegetables they've grown themselves in low income neighborhoods with no supermarkets and little access to fresh produce to interviewing neighbors in order to inform social service agencies on needed services, youth were exposed to what it meant to be civically involved. It is clear that while there are many ways that youth benefit as a result of their participation in WorkReady, they are also making tremendous contributions in return.

**4,452**

youth provided service to the community

**290,122**

hours of community service were performed by WorkReady participants

## Jobs

With local and national initiatives to promote a "greener" society gaining momentum, WorkReady programs saw an explosion of environmentally focused employment opportunities this summer. Thanks in part to a green jobs priority written into the Philadelphia Council for College and Career Success' ARRA summer RFP, young people across the WorkReady spectrum were involved in a wide variety of jobs and projects that increased their knowledge of the environment, its natural resources and why it is important that we learn to live and work in different ways in order to preserve them. From recycling and gardening projects to urban lot beautification

and wilderness conservation jobs, over a thousand

WorkReady participants had experiences that transformed their perspectives and behaviors. The impact extended beyond the young workers, with many reporting efforts to educate their family, friends and neighbors on ways to be more environmentally-friendly.



“

My idea of going green is making changes to take better care of my community and environment by creating more use of our natural resources and polluting less by recycling frequently.

”

*continued from page 15 >>*

done as one." Writing in journals to reflect on what they learned, working on their project, and discussing ideas for their garden and project rounded out their days. "Everybody has a chance to put their ideas out there," Adio acknowledged. Youth also had periodic one-on-one evaluations in which they were praised on the tasks they did well and given tips on areas that could use improvement.

The young gardeners at the Frankford Boys and Girls Club created a project called You Are What You Eat, a healthy eating campaign based on what they learned during their six-week experience. Through a brochure, a poster and a ten-minute play, the group encouraged nutritious eating and communicated "how fattening foods can affect you and

how eating healthy is better," says Naaimah. The young people took their project very seriously, "making sure everything was perfect, making sure we don't have any errors," Darrell explains. Their attention to detail paid off: their project was selected to compete at the annual Closing Celebration at the Pennsylvania Convention Center. You Are What You Eat won First Place in the Health and Wellness category.

### Transformations

These young people's summer experience yielded more than just a thriving garden and an exceptional project. It resulted in transformations in each one that has long-lasting potential. Naaimah feels that she discovered "how to express myself in a mature manner." She is interested in being an OB/GYN one day and feels that this work experience will help

her. "If you're an OB/GYN, you have to tell the pregnant women what they should eat and how what they eat affects them and their baby."

Kiyla, who admitted that the idea of working with soil was not appealing to her before she began working, confesses that as a result of this job placement, she has had a change of heart. "I always thought that the trees were really pretty, but when

you actually have to garden and get dirty, I used to think that was not cool." She is now considering starting a garden at home in order to continue the wholesome eating habits she learned in the summer. "From this program, now when I'm supermarket shopping with my parents, I'll run over

to the herbs and I'll start picking up herbs and naming all of them. I've learned how to eat better and smarter." She also learned a priceless lesson in perseverance: "If you are devoted to your job, even on the bad days, you'll still come; you'll still deal with everything that's going on." She hopes to participate in WorkReady next summer and wants to intern at a magazine company. She aspires to be an Entertainment Lawyer.

One of the highlights of Darrell's summer was making dips and fruit salad

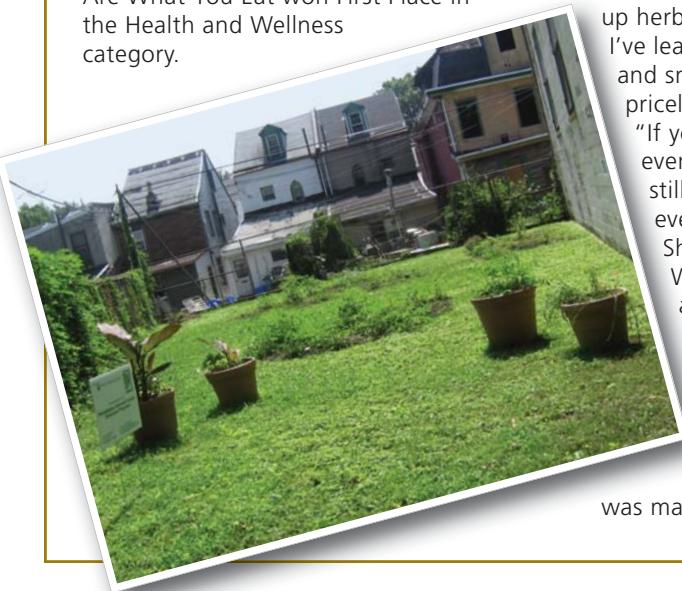


using fresh vegetables, herbs and fruit. "I never knew we could eat some of those plants. They looked like grass. But when they told us we could eat it and we put it in our food, it tasted good." Before this work experience, he had plans to be a Lawyer. Now, after using his artistic skills to design the t-shirt his group wore at the Closing Celebration, he is also considering a career in Graphic Design.

Adio, who dreams of going into the automotive field, "learned a lot of teamwork skills" and feels that working at the Frankford Boys and Girls Club has made him "a lot more confident." He appreciated the work environment at the Club. "Everybody works together. There's no arguing. We're just having a good time, having fun, but at the same time, we're still getting the work done." What would he have been doing if he had not gotten a summer job through WorkReady? "I'd probably be out with friends, hanging out, vacationing or in New York shopping. But this is more constructive, so I'd rather be here."

### About the Worksite

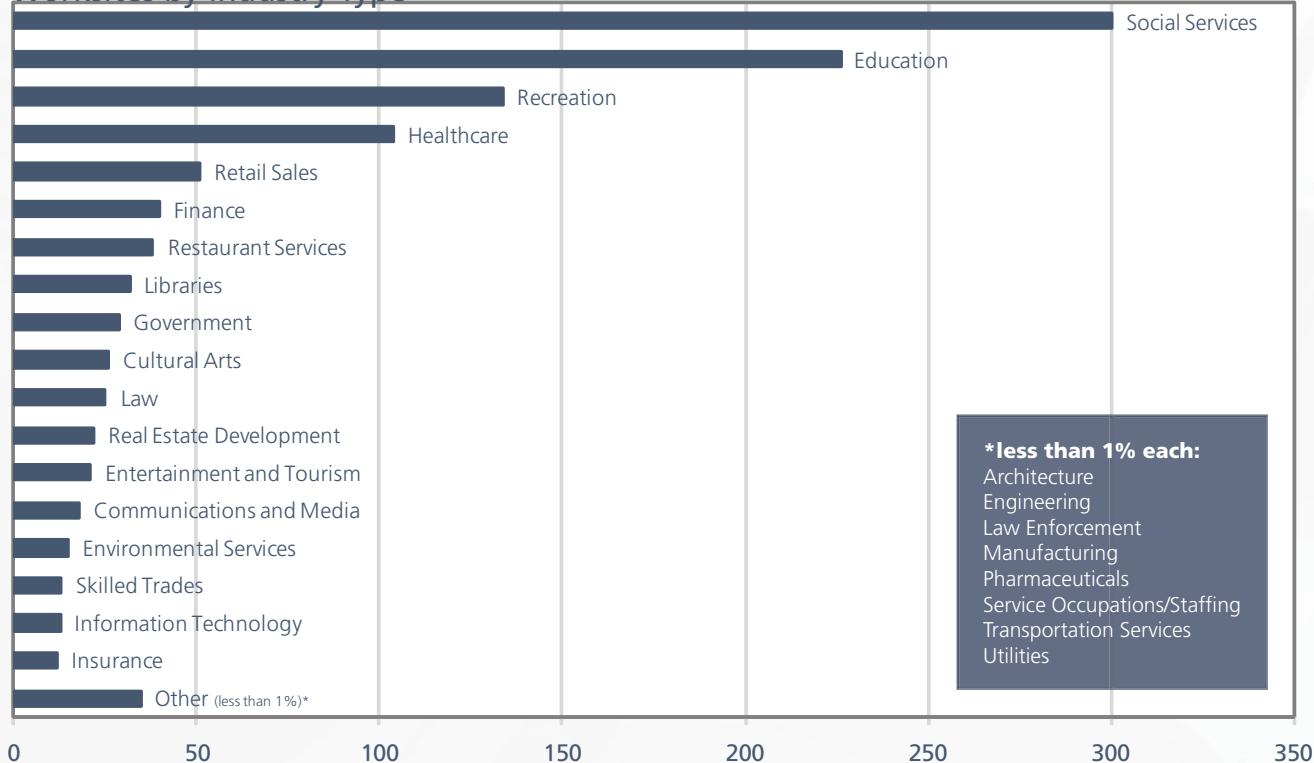
The Frankford Boys and Girls Club, a member of the Boys & Girls Clubs of Philadelphia, is one of 12 Boys and Girls Clubs and Extension Sites in Philadelphia. Boys & Girls Clubs of Philadelphia, in keeping with its mission to enable all young people to reach their full potential as productive, caring, responsible citizens, has existed in Philadelphia for more than a century and has given thousands of Philadelphia youth the tools they need to chose a positive path in life. Twelve youth worked at the Frankford Boys and Girls club in Summer 2009.



# Data

## Worksite

### Worksites by Industry Type



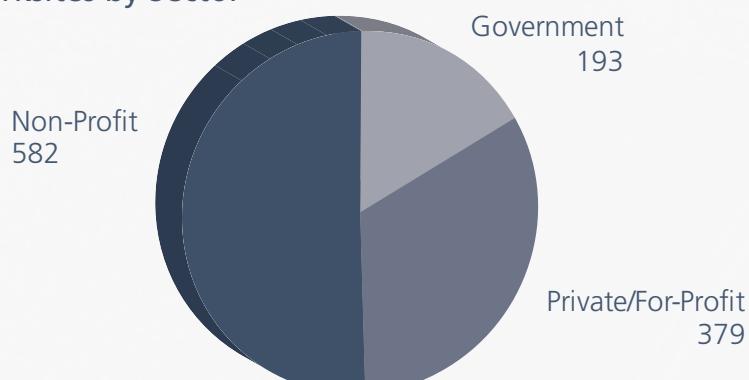
Architecture	2
Communications and Media	18
Cultural Arts	26
Education	226
Engineering	5
Entertainment and Tourism	21
Environmental Services	15
Finance	40
Government	29
Libraries	32
Recreation	134
Healthcare	104
Information Technology	13
Insurance	12

Law	25
Law Enforcement	4
Manufacturing	9
Social Services	300
Pharmaceuticals	4
Real Estate Development	22
Restaurant Services	38
Retail Sales	51
Service Occupations/Staffing	4
Skilled Trades	13
Transportation Services	4
Utilities	3
<b>TOTAL</b>	<b>1,154</b>

## Worksite

## Data

### Worksites by Sector



# Youth Profile

**Youth:** Justin Crosby-Diggs

**Program Model:** Service Learning

**Provider & Worksite:**

Congreso de Latinos Unidos

Congreso's after-school program, Éxito, helps students at Edison High School stay on track academically. Justin Crosby-Diggs participates in the program, and learned about Congreso's WorkReady summer youth job program there. In fact, he filled out the application on the day he first heard about the program.

## First-time Photographer

Justin was a freshman at Edison at the time and had never had a summer or after-school job, so he was excited about WorkReady as an avenue to avoid negative influences in his neighborhood. Fortunately, Justin was offered a job in Congreso's WorkReady program titled "Influencing Society Through Photojournalism." In addition to providing summer employment, the program aims to teach students how photographs can spark discussion in the community while exposing them to photojournalism. The program culminated with the publication of a student-produced magazine.

Initially, Justin did not think he would enjoy the program, because his true interest was in culinary arts. He had never been intrigued by photography and although he writes poetry as a hobby and has always been a strong writer, photojournalism sounded too much like regular school. Justin embraced the

challenge anyway and quickly discovered a passion for photojournalism. The more he learned about photography and writing, the more he wanted to learn. He especially embraced the technical aspects of photography and the process of producing a polished piece of writing. Now when he looks at a photograph, he thinks about qualities like angle and depth of field. "It's not even the same picture I was looking at before. Now I know way more about it."

The program requires participants to arrive on time and complete the day's work with energy – just like a regular full-time job. Justin's workdays often began with

*I'm such a different person now...I got something out of this that I can take with me through life.*

assignments from adult project coordinators, but on other days Justin and his fellow program participants were given the freedom to dive into ongoing projects and pursue the work on their own. His contribution to the magazine was an article about teen pregnancy. Justin learned how to research, write, and revise an article to yield a polished final draft. During this process, he developed his interview skills by questioning people who had children at a young age, family members who had been affected by teen pregnancy, and strangers on the street to get local opinions. Taking photographs and writing about them turned out to be an unexpected thrill, and Justin also learned valuable job skills such as timeliness, attendance, and how to overcome personal differences to work with others.

## A Different Person Now

Justin was most surprised at the depth of the photojournalism program. "It wasn't

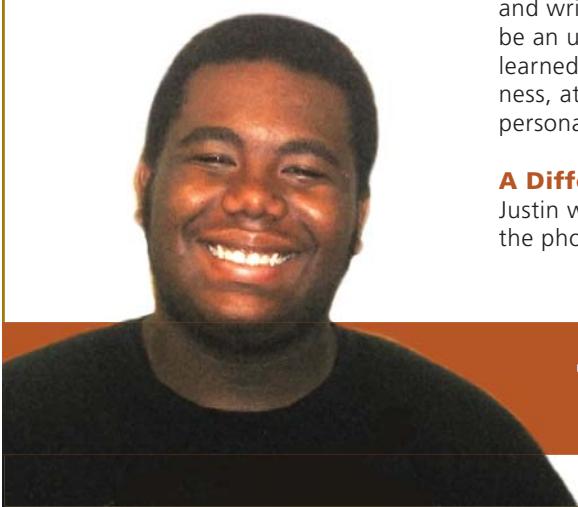
just like a job where you flip a burger or something. I got something out of this that I can take with me through life." He describes the program coordinator, Faye Murman, as a great mentor and teacher who pushed him and the other students to go above and beyond to find the answers to questions. Additionally, Justin credits the job for helping him to overcome mental blocks in his writing, improving his grammar and spelling, and "keeping [his] mind from going to sleep over the summer," so that when the school year began he was especially prepared. His summer experience also allowed him to stay away from neighborhood peers who did not have his best interests at heart. "Around my way is nothing but problems...I stay away from 'around the corner' and stuff; there's nothing around the corner anyway." While other young people in his neighborhood were idle, Justin was engaged in constructive activities like visiting Temple University's School of Communications and Theater where he met the chairman of the Journalism Department, Dr. Andrew Mendelson. Justin plans to maintain that vital contact now that he is considering journalism as a career.

Participation in the WorkReady program changed more than just Justin's career aspirations. Before the program, Justin admits that he was not used to socializing with people his own age and was not a very social person. Today, he has friends from the program and has learned that sometimes you have to work past differences and interact with various types of people to get the job done. "I'm such a different person now," he says. Justin hopes to attend Villanova or Arcadia University for college, and in the meantime is planning to apply for a photojournalism program through WorkReady, if it is offered.

## About the Worksite

Congreso de Latinos Unidos' mission is to strengthen Latino communities through social, economic, education, and health services; leadership development; and advocacy. Congreso's goal for its youth programs is to ensure that youth graduate from high school, pursue post-secondary education, and enter careers with family-sustaining wages. There were 29 youth in the photojournalism program. In total, Congreso provided 130 youth with WorkReady experiences in Summer 2009.

**Justin  
Crosby-Diggs**





# Youth Profile

**Youth:** Kristina Kim

**Program Model:** Internships

**Worksite:** Comcast

Before interning at Comcast, Kristina Kim's work experience consisted of a stint at a local pizza shop. "It wasn't anything like this," she says with a small laugh. Merely getting a job to earn a paycheck was not the incentive that drew Kristina, a graduate of John W. Hallahan Catholic Girls' High School and incoming freshman at Drexel University, to a WorkReady internship at Comcast. What motivated her was the opportunity to be introduced to a new world. "It was more about learning how to be more professional. I knew WorkReady would help me build on that."

## Leadership and Organization

This summer, Kristina worked in two departments: Human Resources and Content Acquisition. In HR, she was assigned several projects: "I'm working on a PowerPoint presentation now for the intern orientation. I also ran a leadership activity for a freshman program at the company. That was fun and I got a chance to use leadership skills, which I'm sure I'll be needing." Kristina feels that her tasks for the department have also helped to hone her organizational skills. "The interns have to organize the whole event. It can be hectic, but I'm learning more how to make things easier with organization."

Kristina started her days by meeting with her supervisor in the Human Resources department, Nicole Chisholm, Internship Coordinator at Comcast, to review her tasks. This gave Kristina a chance to ask questions and get clarification and feedback on her projects and her internship performance.

"I have a lot of communication with my supervisor and that's really good. Nicole's really busy, but she's really accessible to the interns."

In the Content Acquisition department, Kristina was exposed to the business aspect of television. "They're in charge of paying the networks. I helped them to process invoices and other administrative things." Kristina had to learn the software used by the department in order to complete her responsibilities. "Getting used to the software and programs on the computers was difficult, but it's definitely helped me with my skills. Microsoft Excel—I was okay with it before, but now I feel much more comfortable with what to do with it, so that's good."

Carol Preston, Senior Manager, Content Acquisition, was Kristina's supervisor in the department. After working with her, Kristina sees Carol as someone that she wants to model herself after. "Carol is really welcoming. She talks to me about all the opportunities that women have in the corporate world. She's so professional; she knows how to get things done. She's really persistent, and that's one of the things she taught me." Kristina is confident that her new-found persistence will assist her in finalizing her arrangements as she begins college. "Drexel is so big. I know if I need to get something done, I can call and I won't be shy to do it now."

## College Bound

At Drexel, Kristina plans to study Elementary Education with a concentration in Special Education. She has already thought of ways to integrate Comcast into her major and career goals. "I'd actually love to get into Sprout here," she said, referring to PBS KIDS Sprout, a preschool channel created for children ages 2-5 and their families. Kristina hopes to work with the channel as a co-op for school next year.

## Get Involved

Kristina's internship experience went beyond her original goal of learning the essentials of professionalism. "It's a lot more exciting than I thought it was going to be. We do a lot. Nicole plans a lot of things for interns. We had a Multicultural Intern Day, and we're having a graduation for all the interns and we're going to have a guest speaker from Programming come



**Kristina  
Kim**



## Best Practices

Comcast's internship program provides both hands-on work experience and professional development training. The company offers a shadow program for students interested in exploring areas of the company in addition to the department to which they are assigned. Comcast provides a two-day resume building, networking, and business etiquette workshop for interns. Afterwards, they are assigned a mentor to help them develop their skills further; mentors are available to answer interns' questions over the course of the summer. Interns are also eligible for the 401k program and company discounts, have access to additional trainings provided by Comcast University, and meet with senior executives a few times throughout the summer.

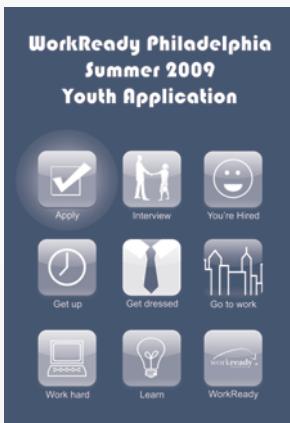
down to talk to us. The company does a lot to get interns involved at Comcast so that you're not just working here, but you understand what's going on here and the opportunities that are available."

Based on her WorkReady experience, Kristina has the following advice for future interns who work at Comcast: "Get involved! All the events that are planned: attend them. You learn a lot and you make connections. You meet executives. All you have to do is introduce yourself and maybe they'll remember you in the future. It just gives you a connection. If you ever need a job, it's good to have that."

## About the Employer

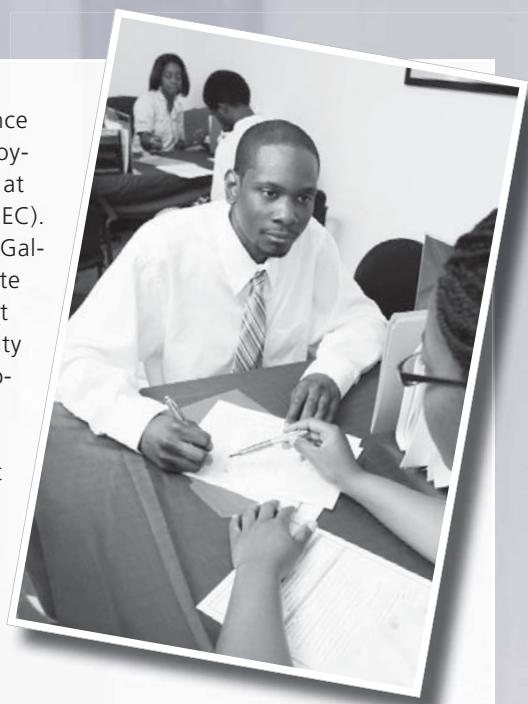
Headquartered in Philadelphia, Comcast is one of the nation's leading providers of entertainment, information, and communication products and services. Named one of Business-Week's "Best Places to Launch a Career" and the Philadelphia Business Journal's "Best Places to Work", Comcast is proud to be an employer of choice for students. Every summer, Comcast sponsors fifty WorkReady internships. Interns work in various departments including human resources, accounting, IT, media production, and many others.

# Enrollment Center



Each year, several thousand youth experience the process of applying for summer employment opportunities through an appointment at the WorkReady Central Enrollment Center (CEC). Space for the CEC has been donated by The Gallery at Market East, a Pennsylvania Real Estate Investment Trust (PREIT) property, for the past four years. Located in the heart of Center City Philadelphia, the benefits of the CEC are two-fold: it provides one central site for young job seekers to access everything that they need related to gaining summer employment through WorkReady and it allows youth to experience first-hand the process of applying for a job.

The CEC also houses the staff of the WorkReady Hotline, a multifaceted customer support service for the youth and families served by the summer system, as well as other functions that contribute to the youth summer experience.



In order to begin the process of applying for a summer position, youth obtain an application from the WorkReady website, at their school, a local County Assistance Office, an EARN Center, or a community-based organization.

After completing the application, applicants submit their materials for review by trained WorkReady Employment Specialists. Youth are then contacted to attend an enrollment appointment at the Central Enrollment Center to complete employment documents and participate in a brief interview. After the enrollment appointment, youth receive constructive feedback on how to successfully approach future interviews. Youth that go through the Central Enrollment Center and submit the necessary paperwork on time are eligible to be assigned to a position within the WorkReady system. Placement in a position is dependent on the number of available opportunities.

As a result of completing this process, each young person walks away more prepared to apply for a job, with a better understanding of the hiring process and what a potential employers looks for in a job candidate.



## CEC Data

**Youth Applications Received: 7,465\***

**Inquiries: 17,050**

(Phone calls, voicemails, and on-line application requests)

**Youth Served: 3,863**

(Youth who sent complete applications and attended at least one appointment)

## Operation Information

April 4 – June 24, 2009

11:00am – 3:00pm (Administrative Hours)

3:00pm – 7:00pm (Youth Enrollment Hours)

\*16,450 applications were received in total, system-wide, which includes those received directly by providers, partners, and PYN, between April and the June deadline.

# Youth Profile

**Youth:** Mehran Chugtar

**Program Model:** Service Learning

**Provider & Worksite:**

Temple University Information Technology and Society Research Group (ITSRG)

Mehran Chugtar, a high school sophomore at George Washington Carver High School for Engineering and Science, hoped "to gain exposure to the workforce, [learn] how to work in group environments and solve issues" as a WorkReady participant in the Temple University IT SRG Program. He was introduced to the opportunity by a staff member at his school who works with the IT SRG program. This was Mehran's first-ever work experience.

## Technology and Mentoring

The Temple University IT SRG program allowed Mehran and 74 other high school students to work with Temple University students to explore numerous realms of Information Technology. One of the main tenets of the program was to increase literacy skills – both traditional reading and writing as well as digital literacy. Mehran and the other students spent their days blogging about research projects, using PowerPoint to create presentations, and learning to use Google Sketch Up, an architecture program. Temple IT SRG aims to increase education and access to these types of

resources for students. The IT instruction and practice were embedded in an awareness-raising project on environmental issues and sustainability.

Students functioned as junior research assistants on several projects and were matched with university faculty and students, who served as mentors to the students. Among the on-going projects students worked on with researchers were the remediation of the Exxon Valdez oil spill, social media research to foster awareness of community arts, environmental education in the Fairmount Park system, using digital media to advance health research, and IT mapping of local community resources.

Mentors developed meaningful and encouraging relationships with the students

before you can begin to problem-solve: "Listen to everybody's input and then make suggestions." From the adult staff members, he learned that knowledge is acquired through inquiry: "Asking a question is always a good thing to do."

Reflecting on his experience at Temple IT SRG, Mehran also emphasizes the importance of working in small groups. "Two heads are better than one. By working together you can get a broad answer." He finds the collaborative approach to work more productive and effective and plans to apply it to his school work: "In chemistry this year, we'll be working in groups doing lab experiments, so breaking up problems between the group members we have, we'll be able to come up with a better solution."

## Ready to Work

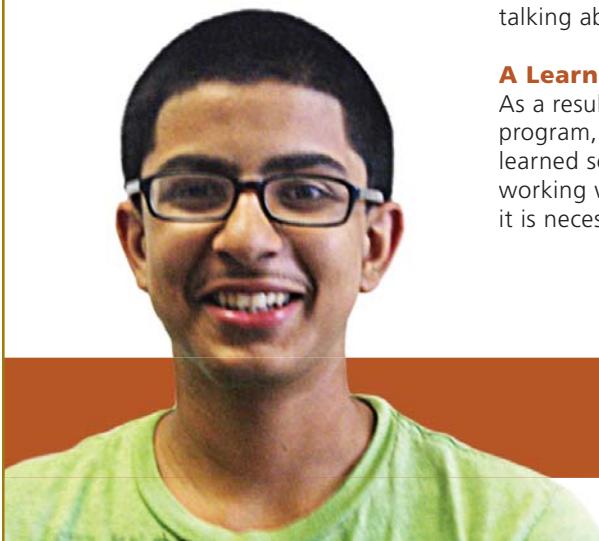
Mehran is so enthusiastic about his summer experience that he doesn't want to wait until next year to participate. "Whenever there is an opportunity open, I'd be glad to take it." He eagerly anticipates returning next summer and hopes that he can even be involved in the Temple University IT SRG program through WorkReady during the school year. He credits the program with making him "more mature," "professional," teaching him how to present himself in a work environment, and helping him to develop his interpersonal skills.

Mehran, who hopes to attend Massachusetts Institute of Technology (MIT) to study architecture or civil engineering, has this piece of advice for future program participants: "Get on your supervisor's good side!"

## About the Provider

The Information Technology and Society Research Group (ITSRG) at Temple University is a multi-disciplinary research consortium that focuses on the mastery of information and communication technologies and the social concerns these changing fields create. By examining education, health, and civic engagement, IT SRG positions itself as an academic leader in digital literacy.

ITSRG sponsors the 2009 Building Information Technology Skill (BITS) Summer Programs, which offer Philadelphia School District students the opportunity to increase their digital literacy in areas from geography to gaming.



**Mehran Chugtar**

## Survey Results

The Youth Satisfaction Survey (YSS) is designed to solicit feedback from participants in the WorkReady program. Results from the survey are used to improve program quality to ensure that youth have the most rewarding experience possible.

This year, for the first time ever, the survey was administered online. The YSS web address was distributed to participants at their worksites. A link to the survey was e-mailed to Worksite Supervisors and Providers so that they could encourage the youth to complete the survey and assist anyone who needed support or internet access. Students were assured that their responses to the survey, which took approximately 5 to 7 minutes to complete, were confidential so that they felt comfortable sharing their honest opinions.

The responses from youth were overwhelmingly positive. This is a testament to the commitment of the mentors, employers, worksite supervisors, providers, partners and PYN staff to create an experience that was beneficial to the youth participants and achieved the goals of the program. In order to build on this success, PYN staff and partner organizations have begun to identify ways to enhance future programming.



### Overall Program Satisfaction

**96%** were satisfied with their entire experience

**91%** were satisfied with their worksite or placement

### Impact on Academic Skills and Education Goals

**96%** felt more confident that they now know what it takes to be successful in school or in an educational setting

**92%** felt that they were better able to identify their education goals as a result of participating in the program

**91%** felt that participating in the program increased their interest in furthering their education

**86%** felt that their academic skills improved as a result of participating in the program

### Impact on Work Readiness Competencies and Career Goals

**97%** felt more confident that they now know what it takes to be successful in a job or employment setting

**96%** felt that they were better prepared to get a job as a result of participating in the program

**95%** that their work skills improved as a result of participating in the program

**88%** felt that they were better able to identify their career goals as a result of participating in the program

# Youth Profile

**Youth:** Christopher Christian, Kebeh Kpou, Farrad McLaughlin

**Program Models:** Year-Round and Work & Learning

**Provider & Worksite:** University of Pennsylvania's Netter Center for Community Partnerships

Christopher Christian, Kebah Kpou and Farrad McLaughlin all came to the University of Pennsylvania's Netter Center for Community Partnerships with previous work experiences. Christopher worked in a pizza shop. Kebah participated in another WorkReady program. Farrad did odd jobs, including assisting at construction sites and shoveling snow before he began participating in WorkReady at the beginning of his 10th grade year. The driving force behind their interest in the WorkReady was more than just to occupy their summer. These Sayre High School students were each interested in acquiring the tools necessary to secure a bright future. The Center's WorkReady summer program was designed to do just that.

## New Places

In a typical week, students participated in peer-editing of college essays, resume-writing and lessons covering college and financial aid documents. They also engaged in hands-on activities in computer labs located in the collegiate halls of University of Pennsylvania's Wharton School of Business. Each day, the participants received a specific skill-building task related to college entry, with time built-in for meeting with University of Pennsylvania undergraduate students who served as college access mentors, participating in group discussions, and reflecting on the day's accomplishments. There were also weekly debates where teams of youth argued different sides of educational issues.

But Friday, "College Day," was the most exciting day of the week according to participants. That was when the students took weekly field trips to colleges local and afar, ranging from campuses in Southeastern Pennsylvania to universities in Boston, Maryland and New York. They visited a

wide range of institutions, from liberal arts colleges to the Fashion Institute of Technology and the Massachusetts College of Pharmacy and Health Sciences. College Day was significant for not only the exposure it provided to the students, but also because, as College Access and Career Readiness Director Jessica Brown states, "Many students had never been outside of Philadelphia."

That fact was echoed by Christopher, a 12th grader, who considered the college visits not only as opportunities to view potential schools, but also as "a chance to get out and go to new places. It was different than what we normally do." He plans to study culinary arts after high school. Upon graduating from college, "I want to open up and run my own restaurant."

"I learned about colleges and what they expect and the steps that you have to take if you want to go to a good school," says Kebah, an 11th grade student. Kebah also participates in the Netter Center's year-round WorkReady program. "I want to own my own business in Fashion," she says. "I want to be the boss because I want people to work for me." As a result,

Kebah wants to go to a school that focuses on the artistic side of fashion, but where she can also delve into the business component of the industry. The college tours allowed Kebah to see that she has more options than she initially considered: "I was set to go to school in New

York, but then we went on the college trips and I saw other schools and what they offered. They showed me that a school in New York is my main choice, but there are other places that I can apply to."

## Preparing for the Future

An overall objective of the summer program was to prepare youth to be able to complete the process of applying to college on their own. Lessons and activities were aimed at teaching students to navigate college websites to retrieve needed information, identify trustworthy sources when conducting research on the Internet, and write essays for college applications. Of his experience, Farrad says, "It has enlightened me about the path to take to get to my ideal career. I've done research, but here, I've learned to do more research to see what steps I want to take." >>

Christopher Christian



Kebah Kpou



Farrad McLaughlin



# Celebration

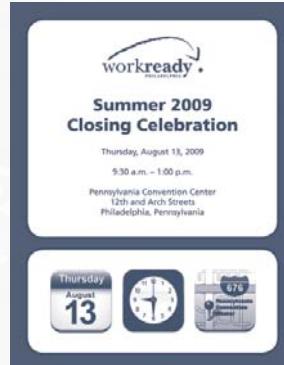
The Closing Celebration is an annual event that marks the end of the WorkReady program year and recognizes the accomplishments of the hundreds of youth who developed exemplary projects and portfolios during summer and year-round programs.



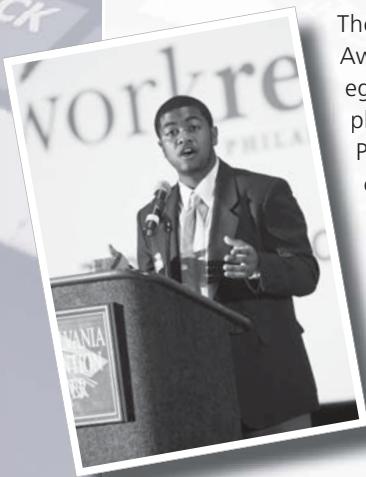
At this year's event, held on August 13 at the Pennsylvania Convention Center, more than 600 students displayed their culminating work at the Projects and Portfolios Fair. Each project and portfolio was specially selected to be displayed in the Fair and to compete in one of nine content categories:

- 21st Century Technology and Career Education
- Beautification of Our Local Communities
- Culture and the Arts
- Education and Mentoring
- Go Green
- Health and Wellness
- Internships
- Saving Our Environment
- Social Action

The projects reflected both the students' summer career exploration and their development of academic skills. The portfolios documented mastery of 21st Century skills and other competencies considered key to success in postsecondary education and careers. Individuals representing businesses and organizations from across the region served as judges, reviewing the Fair entries and speaking to the young people to learn more about how and why they developed their presentation.



The Projects and Portfolios Fair was followed by the Awards Ceremony honoring the winners in each category. For the first time, this portion of the event was planned and presented entirely by young people. The Philadelphia Youth Network Ambassadors – a group of young people who represent and advocate on behalf of Philadelphia youth – were charged with this responsibility, and carried it out with considerable success. The Ceremony also included a youth spoken word performance; a report by the Youth Ambassadors Research Team on program participant satisfaction; and a new routine from the Rightful Place Dance Ensemble, comprised of staff and WorkReady youth participants.



# Project Winner List

## 21st Century Technology and Career Education

- 1st Career Fair in the Community  
*Provider/Worksite: Congreso de Latinos Unidos*
- 2nd The Exploration of High Growth Industries  
*Provider/Worksite: Free Library of Philadelphia*
- 3rd Building a Car, Building a Community  
*Provider/Worksite: Congreso de Latinos Unidos*

## Beautification of Our Local Communities

- 1st Trash in Fashion  
*Provider: EducationWorks  
Worksite: Tanner Duckrey School*
- 2nd Where We Were, Where We Are, and Where We Are Going?  
*Provider: Philadelphia Futures  
Worksite: Holy Family University*
- 3rd Mural Arts: Big Picture  
*Provider: City of Philadelphia Mural Arts Program  
Worksite: Asian Arts Initiative*

## Culture and the Arts

- 1st Culture and the Arts  
*Provider: Congreso de Latinos Unidos, Inc  
Worksite: Culinary Arts/Incarnation of Our Lord Church*

## Education and Mentoring

- 1st Risk Watch: Open Your Eyes  
*Provider: EducationWorks  
Worksite: South Philadelphia High School*
- 2nd A Guide to Philadelphia Youth Assessing College  
*Provider: University of Pennsylvania-Barbara and Edward Netter Center for Community Partnerships  
Worksite: University of Pennsylvania Netter Center for Community Partnerships College Access and Career Readiness Program at University of Pennsylvania*
- 3rd Kids N Funw  
*Provider: Indochinese American Council  
Worksite: Indochinese American Council at St. Helena Elementary School*

## Go Green

- 1st Green is In  
*Provider: Philadelphia Department of Recreation  
Worksite: Eastwick Regional Park*

2nd Green is In  
Provider: Philadelphia Department of Recreation  
Worksite: Carmella Playground

3rd Teens Going Green  
Provider: Communities In Schools of Philadelphia, Inc.  
Worksite: Simon Gratz High School, Men of Distinction/Ladies of Liberty

## Health and Wellness

1st You Are What You Eat  
Provider: Boys & Girls Clubs of Philadelphia  
Worksite: Frankford Boys & Girls Club

2nd Health Care  
Provider/Worksite: St. Christopher's Hospital for Children

3rd How Youth Are Affected by the Recession  
Provider: Philadelphia Housing Authority  
Worksite: Vare Middle School

## Internships

1st Project MILK: Messages to Instill Lifelong Knowledge  
Worksite: Saul Ewing, LLC

## Saving Our Environment

1st Caring for the Environment  
Provider: Caring People Alliance (in partnership with Nu Sigma Youth Services)  
Worksite: Samuel A. Gompers Elementary School

2nd Environmental Management  
Provider: Temple University – The Information Technology and Society Research Group  
Worksite: Temple University

3rd Conserving Our Environments  
Provider/Worksite: Student Conservation Association

## Social Action

1st Journey through the Northwest  
Provider: Foundations  
Worksite: Kid Zone/Martin Luther King High School

2nd We Are World  
Provider: Philadelphia Futures  
Worksite: Office of State Representative Cherelle L. Parker

3rd Gentrification vs. Beautification  
Provider: LULAC  
Worksite: Norris Square Civic Association at Hunter School

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Farrad, a sophomore, dreams of a future in Sports Management. "My ideal career would be to work in the front office for a professional basketball team as either a Scout Manager or a General Manager. After that, I want to be a Sports Agent." He appreciates the connections that he has made as a result of being on a college campus. In particular, he points out the value of "networking with some of the Penn students and getting to know what steps they took and what paths they are taking."

## Teamwork

Christopher, Kebah and Farrad worked on a team that completed a project during their six-week summer experience that was titled College Bound Philadelphia. The goal of the project was to obtain a youth perspective on the barriers that prevent young people from graduating from high school and going to college. The project was designed to be aligned with Project U-Turn, a city-wide initiative aimed at focusing public attention on Philadelphia's dropout crisis and to designing strategies and leveraging investments to resolve it. Students did their own scholarly research on the Philadelphia high-school dropout crisis, research that included reading summaries of major Project U-Turn reports. The young people were assisted with interpreting the language and statistics of the reports, after which they conducted focus groups—with the help of staff—at all 13 of the Netter Center worksites. The team asked their peers questions about college and high school perceptions, their knowledge of the dropout crisis and their own encounters with classmates, friends and family members dropping out of school. From their research, they developed A Guide to College for Philadelphia Youth. The project won 2nd Place at the Closing Celebration in the Education and Mentoring category. Students will continue to develop the guide during the school year portion of the year-round program.

The students learned a lot from their peers in the process of researching and work-

ing together during the summer. "The importance of teamwork!" Farrad exclaimed. "You don't need to always be in charge in order to get things done right." Christopher added, "We really learned

how to work better with people and groups to get things accomplished." In Kebeh's words: "I learned how to work with people that I usually didn't talk to or get along with."

All three young people feel that the program gave them more knowledge and courage to effectively approach their post-secondary journey.

It has enlightened me about the path to take to get to my ideal career. I've done research, but here, I've learned to do more research to see what steps I want to take.

"That's what our program is about," says Program Director Jessica Brown. "Opening up opportunities, providing a massive

amount of information, helping students to become their own agents in their success, getting them to realize that they hold the key—not to sound cliché—but you hold the key to your own destiny. You have to get up and feel confident enough to create your own future."

## About the Worksite

The Netter Center for Community Partnerships has been engaged in an innovative effort to connect the academic mission of the University of Pennsylvania with the aspirations of the West Philadelphia community in which it resides. The Netter Center's wide-ranging initiatives aim to make a measurable difference in the lives of those involved. Programs and efforts of the Center foster long-term, action-oriented partnerships between schools, neighborhoods and universities. Overall, the Netter Center works to improve the internal coordination and collaboration of all university-wide community service programs, create new and effective partnerships between the University and the community, and create and strengthen local, national and international networks of institutions of higher education committed to engagement with their local communities.

In Summer 2009, 189 youth participated in the Netter Center's WorkReady-supported College Access and Career Readiness Program; 50 of those young people will continue their WorkReady experience during the school year in the Netter Center's the Agatston Urban Nutrition Initiative (AUNI).



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